



**TTI Success Insights®**

Behaviors and Motivators - General Version



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The TTI Success Insights® Behaviors and Motivators Report was designed to increase the understanding of an individual's talents. The report provides insight to two distinct areas: behaviors and motivators. Understanding strengths and weaknesses in both of these areas will lead to personal and professional development and a higher level of satisfaction.

The following is an in-depth look at your personal talents in the two main sections:

## SECTION 1: BEHAVIORS

This section of the report is designed to help you attain a greater knowledge of yourself as well as others. The ability to interact effectively with people may be the difference between success and failure in your work and personal life. Effective interaction starts with an accurate perception of oneself.

## SECTION 2: MOTIVATORS

This section of the report provides information on the why of your actions, which with application and coaching, can tremendously impact your valuing of life. Once you know the motivations that drive your actions, you will immediately be able to understand the causes of conflict.



Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

In this report we are measuring four dimensions of normal behavior. They are:

- how you respond to problems and challenges.
- how you influence others to your point of view.
- how you respond to the pace of the environment.
- how you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

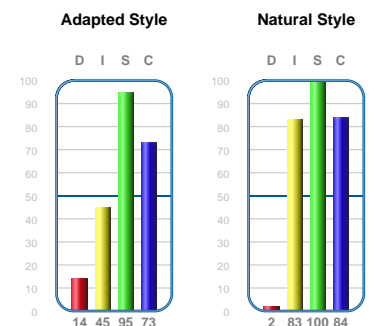
*"All people exhibit all four behavioral factors in varying degrees of intensity."  
—W.M. Marston*



*Based on Terri's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Terri's natural behavior.*

Terri likes to set her own pace. When others try to rush her, she feels threatened and may balk. When the time is right, Terri can stand up aggressively for what she believes. Once Terri has come to a decision, others may find it difficult to change her mind. If changes are inevitable, and she sees enough benefits, they will be made. At times, Terri would like to slow the world down and cut out some of the activities people want her involved in. While she is usually considered as people-oriented, she does have a technical side. She can be open, patient and tolerant of differences. Her natural quality of being nonjudgmental is a great strength. Because she is receptive and listens well, she excels in gathering information. She prefers to help and support others rather than compete against them. She likes harmony and cooperation. Most of the time she appears as cool, calm and controlled. When people are involved, she may not always be precise about the use of her time. She dislikes volunteering her opinion until she has collected sufficient information to warrant an opinion.

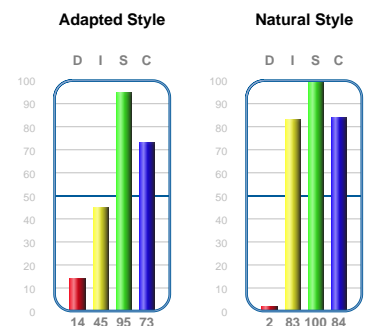
Terri finds making decisions easier when she knows that others she respects are doing the same thing; she then has a feeling of stability and "family." Once she has arrived at a decision, she can be tough-minded and unbending. She has made her decision after gathering much data, and she probably won't want to repeat the process. Occasionally she will underplay bad news, if telling it as it is will offend someone. She may fear it would disturb the relationship. She tries to use balanced judgment. She is the person who brings





stability to the entire team. Making plans and following those plans is important to her. She can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties. She may tend to fight for her beliefs or those things she feels passionate about. She prefers to plan her work and work her plan. Others may find it refreshing to have her on their team.

Terri likes a friendly, open style of communication. She is not easily triggered or explosive, but she may conceal some grievances because she doesn't always state her feelings. She does not enjoy confrontation for confrontation's sake. She feels she can win through patience and resolve. She is quick to pick up on group dynamics and skilled in fitting in with a group. She brings both speaking and listening skills to the group. Terri usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when her ideals and beliefs are confronted. She will be open with those she trusts; however, reaching the required trust level may take time. She likes to know what is expected of her in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues.

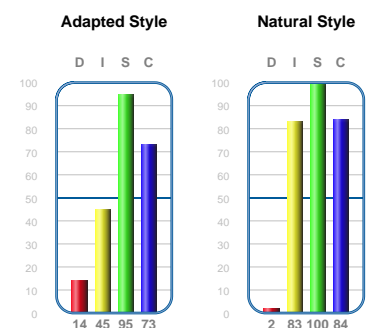




## VALUE TO THE ORGANIZATION

*This section of the report identifies the specific talents and behavior Terri brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular value and make her an integral part of the team.*

- Concerned about quality.
- Works for a leader and a cause.
- Patient and empathetic.
- Adaptable.
- Good at reconciling factions--is calming and adds stability.
- Respect for authority and organizational structure.
- Builds good relationships.
- Turns confrontation into positives.
- Will gather data for decision making.



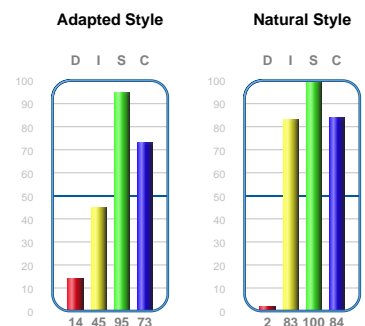


## CHECKLIST FOR COMMUNICATING

*Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Terri. Read each statement and identify the 3 or 4 statements which are most important to her. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Terri most frequently.*

Do:

- Be prepared.
- Take time to be sure that she is in agreement and understands what you said.
- Take your time and be persistent.
- Keep conversation at discussion level.
- Give her time to verify reliability of your comments--be accurate and realistic.
- Support your communications with correct facts and data.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Provide solid, tangible, practical evidence.
- Provide personal assurances, clear, specific solutions with maximum guarantees.
- Use scheduled timetable when implementing new action.
- Provide a friendly environment.
- Provide guarantees that her decision will minimize risks; give assurance that provides her with benefits.



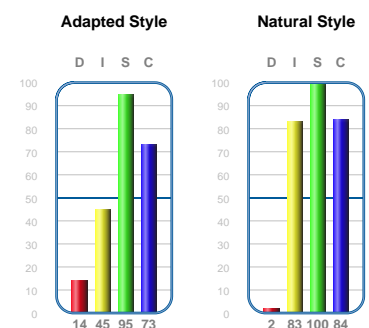


## DON'TS ON COMMUNICATING

*This section of the report is a list of things NOT to do while communicating with Terri. Review each statement with Terri and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.*

Don't:

- Don't be haphazard.
- Offer assurance and guarantees you can't fulfill.
- Be abrupt and rapid.
- Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.
- Force her to respond quickly to your objectives. Don't say "Here's how I see it."
- Patronize or demean her by using subtlety or incentive.
- Debate about facts and figures.
- Be domineering or demanding; don't threaten with position power.
- Talk in a loud voice or use confrontation.
- Push too hard, or be unrealistic with deadlines.
- Make promises you cannot deliver.





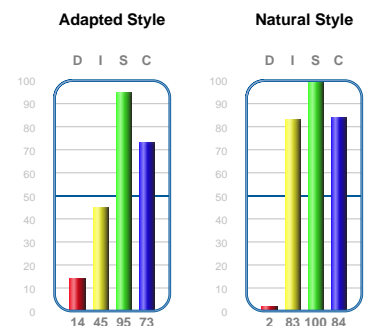
*This section provides suggestions on methods which will improve Terri's communications with others. The tips include a brief description of typical people with whom she may interact. By adapting to the communication style desired by other people, Terri will become more effective in her communications with them. She may have to practice some flexibility in varying her communication style with others who may be different from herself. This flexibility and the ability to interpret the needs of others is the mark of a superior communicator.*

<p>When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"><li>● Prepare your "case" in advance.</li><li>● Stick to business.</li><li>● Be accurate and realistic.</li></ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"><li>● Being giddy, casual, informal, loud.</li><li>● Pushing too hard or being unrealistic with deadlines.</li><li>● Being disorganized or messy.</li></ul>	<p>When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"><li>● Be clear, specific, brief and to the point.</li><li>● Stick to business.</li><li>● Be prepared with support material in a well-organized "package."</li></ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"><li>● Talking about things that are not relevant to the issue.</li><li>● Leaving loopholes or cloudy issues.</li><li>● Appearing disorganized.</li></ul>
<p>When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"><li>● Begin with a personal comment--break the ice.</li><li>● Present your case softly, nonthreateningly.</li><li>● Ask "how?" questions to draw their opinions.</li></ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"><li>● Rushing headlong into business.</li><li>● Being domineering or demanding.</li><li>● Forcing them to respond quickly to your objectives.</li></ul>	<p>When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"><li>● Provide a warm and friendly environment.</li><li>● Don't deal with a lot of details (put them in writing).</li><li>● Ask "feeling" questions to draw their opinions or comments.</li></ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"><li>● Being curt, cold or tight-lipped.</li><li>● Controlling the conversation.</li><li>● Driving on facts and figures, alternatives, abstractions.</li></ul>



*This section identifies the ideal work environment based on Terri's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Terri enjoys and also those that create frustration.*

- Little conflict between people.
- Work place where people seldom get mad.
- Assignments that can be completed one at a time.
- An environment that allows time to change.
- Needs personal attention from her manager and compliments for each assignment well done.
- An environment in which she may deal with people on a personal, intimate basis.
- Jobs for which standards and methods are established.
- Practical work procedures.





A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Terri's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Terri to project the image that will allow her to control the situation.

## "See Yourself As Others See You"

### SELF-PERCEPTION

Terri usually sees herself as being:

- |              |               |
|--------------|---------------|
| Considerate  | Thoughtful    |
| Good-Natured | Dependable    |
| Team player  | Good listener |

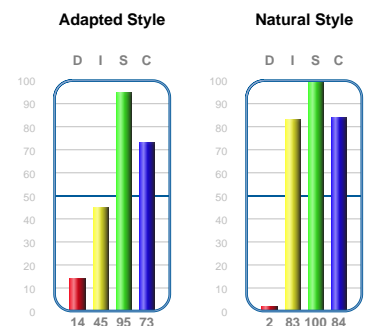
### OTHERS' PERCEPTION

Under moderate pressure, tension, stress or fatigue, others may see her as being:

- |                  |            |
|------------------|------------|
| Nondemonstrative | Hesitant   |
| Unconcerned      | Inflexible |

And, under extreme pressure, stress or fatigue, others may see her as being:

- |            |             |
|------------|-------------|
| Possessive | Stubborn    |
| Detached   | Insensitive |





Based on Terri's responses, the report has marked those words that describe her personal behavior. They describe how she solves problems and meets challenges, influences people, responds to the pace of the environment and how she responds to rules and procedures set by others.

Dominance	Influencing	Steadiness	Compliance
Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Effusive Inspiring Magnetic <b>Political</b> <b>Enthusiastic</b> <b>Demonstrative</b> <b>Persuasive</b> <b>Warm</b> <b>Convincing</b> <b>Polished</b> <b>Poised</b> <b>Optimistic</b>  <b>Trusting</b> <b>Sociable</b>	 <b>Phlegmatic</b>  <b>Relaxed</b> <b>Resistant to Change</b> <b>Nondemonstrative</b>  <b>Passive</b>  <b>Patient</b>  <b>Possessive</b>  <b>Predictable</b> <b>Consistent</b> <b>Deliberate</b> <b>Steady</b> <b>Stable</b>	Evasive Worrisome Careful Dependent <b>Cautious</b> <b>Conventional</b> <b>Exacting</b> <b>Neat</b>  <b>Systematic</b> <b>Diplomatic</b> <b>Accurate</b> <b>Tactful</b>  <b>Open-Minded</b> <b>Balanced Judgment</b>
<b>Conservative</b>  <b>Calculating</b> <b>Cooperative</b> <b>Hesitant</b> <b>Low-Keyed</b> <b>Unsure</b> <b>Undemanding</b> <b>Cautious</b>  <b>Mild</b> <b>Agreeable</b> <b>Modest</b> <b>Peaceful</b>  <b>Unobtrusive</b>	Reflective Factual Calculating Skeptical  Logical Undemonstrative Suspicious Matter-of-Fact Incisive  Pessimistic Moody  Critical	Mobile  Active Restless Alert Variety-Oriented Demonstrative  Impatient Pressure-Oriented Eager Flexible Impulsive Impetuous  Hypertense	Firm  Independent Self-Willed Stubborn  Obstinate  Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending  Careless with Details

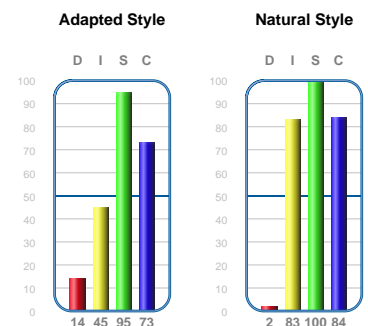


# NATURAL AND ADAPTED STYLE

Terri's natural style of dealing with problems, people, pace of events and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.

Natural	PROBLEMS - CHALLENGES	Adapted
<p>Terri uses a laid-back and peaceful approach to problem solving. She tends to solve problems in a reactive and team-oriented manner. Terri tends to be unobtrusive and avoids confrontation so she can be seen as a true team player.</p>	<p>Terri sees no need to change her approach to solving problems or dealing with challenges in her present environment.</p>	

Natural	PEOPLE - CONTACTS	Adapted
<p>Terri is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. Terri is trusting and also wants to be trusted.</p>	<p>Terri sees a need to be factual and logical while attempting to influence others. She feels a direct and straightforward approach is really what others want before they can be influenced.</p>	

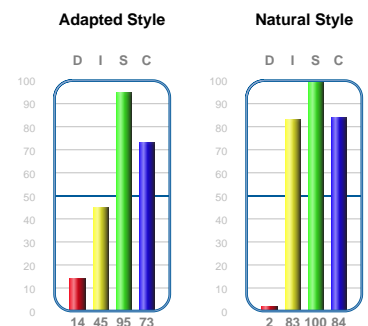




# NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Terri is comfortable in an environment in which there are few projects going on concurrently. She is appreciative of the team concept and feels quite secure in an environment where the need to move from one activity to another quite quickly is held to a minimum.</p>	<p>Terri sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.</p>	

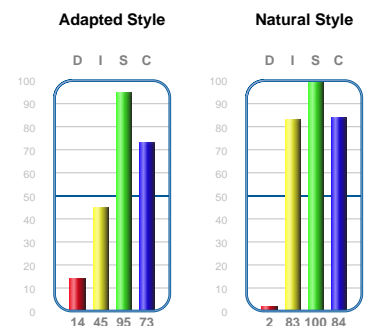
Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Terri naturally is cautious and concerned for quality. She likes to be on a team that takes responsibility for the final product. She enjoys knowing the rules and can become upset when others fail to comply with the rules.</p>	<p>Terri shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Terri sees little or no need to change her response to the environment.</p>	





Terri sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Being cooperative and supportive.
- Using a disciplined approach.
- Freedom from confrontation.
- Being cordial and helpful when dealing with new clients or customers.
- Adherence to established guidelines and procedures.
- Undemanding of others' time and attention.
- Exhibiting patience and good listening skills.
- Consistency of task performance.
- Logical solutions.
- Limited or prepared changes in routine.
- Being conservative, not competitive, in nature.
- Solving problems thoughtfully, in an analytical style.
- Presenting a calm demeanor, especially when crisis occurs.

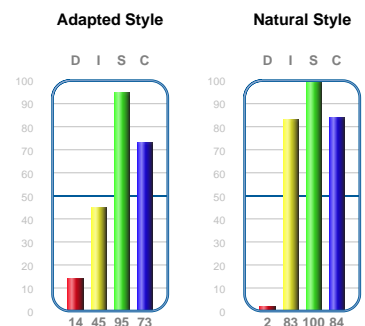




*This section of the report was produced by analyzing Terri's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Terri and highlight those that are present "wants."*

Terri wants:

- Specific questions--not general or open-ended.
- Proof that the idea has been tested and has worked for others.
- Recognition for loyalty and long service.
- A predictable work environment.
- Freedom from conflict and confrontation.
- Constant appreciation, and a feeling of security on the team.
- A leader to follow and one who sets good examples.
- Activities that don't infringe on family life.
- No sudden changes in procedure.
- To be a member of a small team.
- Time to adjust to change.

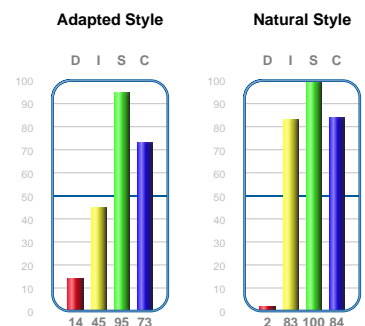




*In this section are some needs which must be met in order for Terri to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Terri and identify 3 or 4 statements that are most important to her. This allows Terri to participate in forming her own personal management plan.*

Terri needs:

- To be more direct and less subjective.
- Reassurances that she is doing the job right.
- Rewards in terms of tangible things, not just flattery and praise.
- A manager who delegates in detail.
- A quality product in which to believe.
- Shortcut methods that don't affect quality of the work.
- Assistance in new or difficult assignments.
- The facts in a logical sequence.
- Capable associates with which to work.
- A feeling of belonging--to know how important she is to the team.
- A way to say "no" when she feels "no."





*This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.*

## 1. RESISTING CHANGE

Resisting change is the process of consciously or subconsciously not participating in the change process. Measures of resistance may be active or passive, not doing things the new way, or making excuses for not having tasks accomplished.

### POSSIBLE CAUSES:

- Need a high degree of security
- Like to maintain the status quo
- Routine/procedures have worked in the past
- One specific aspect of a proposed change violates sense of values
- A specific change is not seen as contributing to successful accomplishments

### POSSIBLE SOLUTIONS:

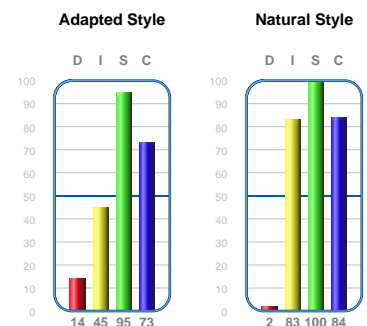
- Acknowledge that change is a natural part of any job
- Develop the habit of writing down all of the pros and cons of a specific change
- Evaluate each objection to a change
- If there is one specific objection that is overriding the ability to change, share the specific concern with those involved and seek advice or input from others

## 2. POSTPONE THE UNPLEASANT

Postponing the unpleasant is similar to procrastinating but is usually a continual reprioritizing of daily tasks. It is often a way to delay something that is not enjoyable.

### POSSIBLE CAUSES:

- Like low-conflict environments and relationships
- Want to feel the success of accomplishment so the simple tasks are done first





## POSSIBLE SOLUTIONS:

- Change your routine and, for one week, do the unpleasant tasks first
- See the accomplishment of unpleasant tasks as an equal or even greater achievement of success
- Reward yourself for every unpleasant task that you complete without postponing
- Confront those people who are causing you discomfort and discuss the problems

## 3. HABITS

A habit is a specific thought, behavior or way of doing something that was acquired by repetition or by reinforcement from self and/or others.

## POSSIBLE CAUSES:

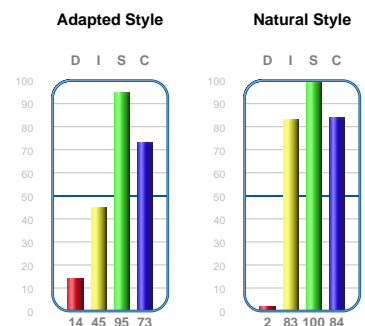
- Have established routines that are comfortable
- Routine creates a feeling of security
- Resist change for change's sake
- Have been praised repeatedly for a specific behavior

## POSSIBLE SOLUTIONS:

- Evaluate habits and decide which contribute to your accomplishments and which deter you from success
- Try new ways of performing a certain task
- Ask others for recommendations on different approaches
- Consciously practice changing your routine

## 4. NOT EXERCISING AUTHORITY

Not exercising authority is the inability to make decisions that might adversely impact some people and compromises the success of task accomplishment. It is also the resistance to making the tough calls.





## POSSIBLE CAUSES:

- Want to be seen as supportive
- Believe people will do what is right
- Fear offending others
- Fear creating conflict between team members

## POSSIBLE SOLUTIONS:

- Have clearly defined and written performance objectives
- Have clearly written rationale for specific decisions
- Assign decision reporting to the deputy/assistant
- Appoint a strong deputy or assistant
- Have a "Good Guy/Bad Guy" image agreement with deputy/assistant

## 5. FAILURE TO CLARIFY PRECISE RESPONSIBILITIES WITH MANAGER

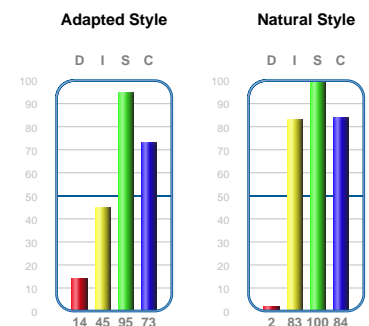
The failure to clarify precise responsibilities with your manager assumes that you have a full understanding of his/her expectations. It infers that your manager understands your job and concurs with your assessment of requirements.

## POSSIBLE CAUSES:

- Unsure of how you will be perceived
- Don't want to overstep authority
- Want to be a team player
- Want to help everyone so you don't object to the manager when requests are being made that are not your responsibility

## POSSIBLE SOLUTIONS:

- Have informal conversations with the manager about his/her expectations
- Share with manager your expectations
- Clarify with peers and other managers your duties and responsibilities
- Read and discuss articles on "management by objectives"



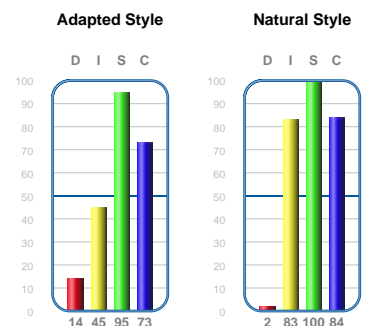


## AREAS FOR IMPROVEMENT

*In this area is a listing of possible limitations without regard to a specific job. Review with Terri and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.*

Terri has a tendency to:

- Avoid accountability by overstating the complexity of the situation.
- Have difficulty establishing priorities. Have a tendency to make all things a number one priority--may have trouble meeting deadlines.
- Take criticism of her work as a personal affront.
- Dislike change if she feels the change is unwarranted.
- Need help in prioritizing new assignments.
- Not take action against those who challenge or break the rules or guidelines.
- Become resistive and indecisive when forced to act quickly. Without proper information she will resist in a passive-aggressive manner.
- Hold a grudge if her personal beliefs are attacked.









The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

### 1. CUSTOMER ORIENTED



### 2. FREQUENT INTERACTION WITH OTHERS



### 3. ORGANIZED WORKPLACE



### 4. ANALYSIS OF DATA



### 5. VERSATILITY



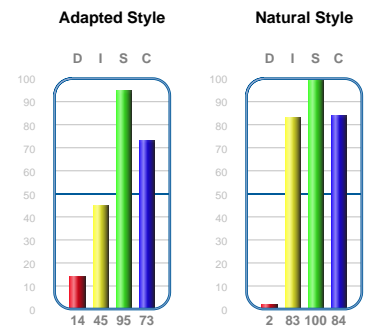
### 6. FREQUENT CHANGE



### 7. URGENCY



### 8. COMPETITIVENESS





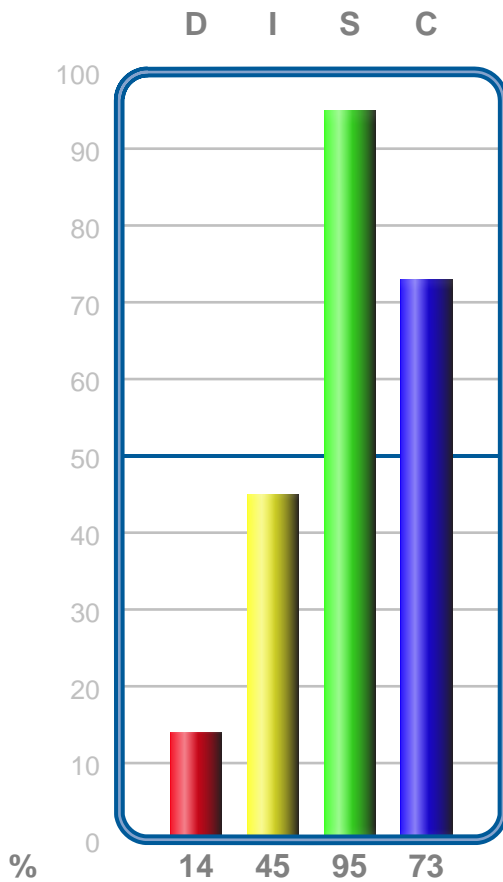
### Terri Thompson

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#### MOST

Graph I

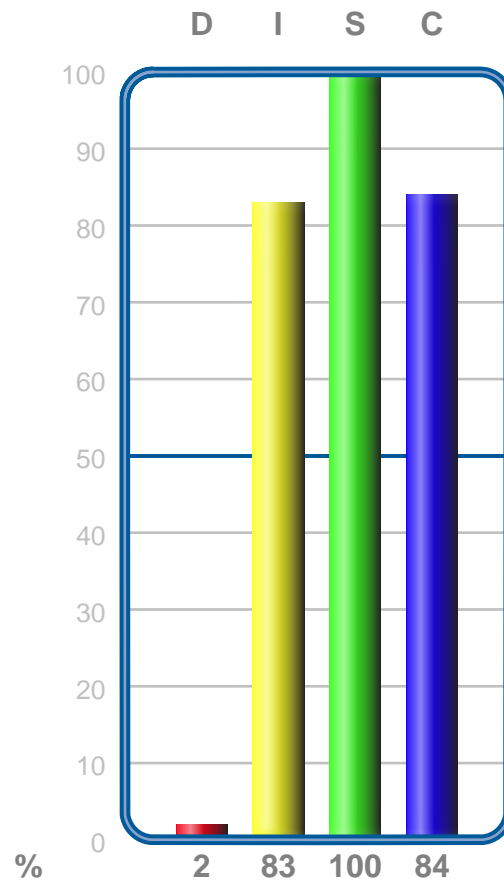
Adapted Style



#### LEAST

Graph II

Natural Style



Norm 2009



The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

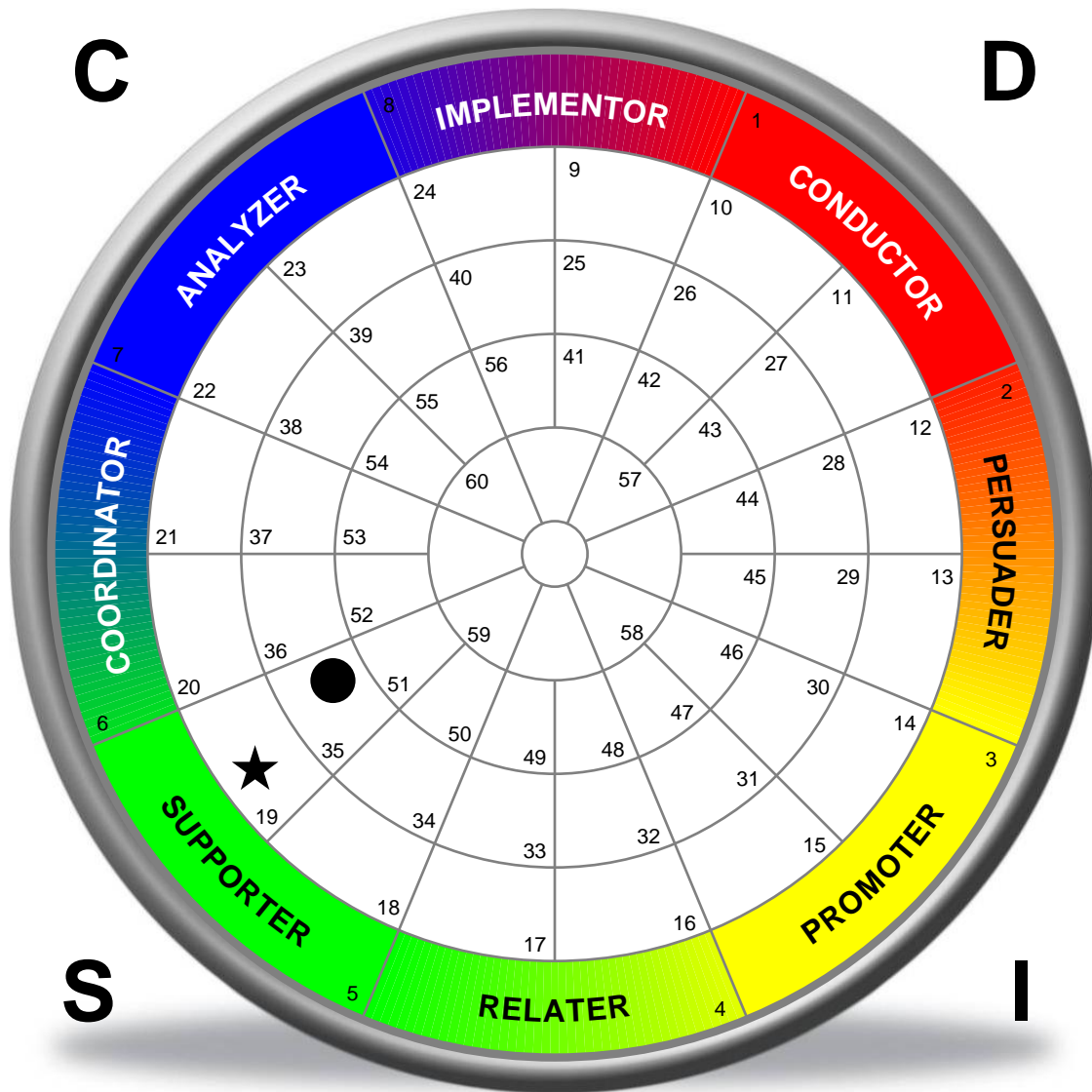
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.



Terri Thompson

Company Inc.

5-4-2010



Adapted: ★ (19) COORDINATING SUPPORTER

Natural: ● (35) COORDINATING SUPPORTER (FLEXIBLE)

Norm 2009

ABC Co. Ltd.  
789 Street



Knowledge of an individual's attitudes help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The PIAV report measures the relative prominence of six basic interests or attitudes (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Attitudes help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six attitudes. Your top two and sometimes three attitudes cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top attitudes.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six attitudes.

- **STRONG** - positive feelings that you need to satisfy either on or off the job.
- **SITUATIONAL** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These attitudes tend to become more important as your top attitudes are satisfied.
- **INDIFFERENT** - your feelings will be indifferent when related to your 5th or 6th attitude.

YOUR ATTITUDES RANKING		
1st	AESTHETIC	Strong
2nd	SOCIAL	Strong
3rd	UTILITARIAN	Strong
4th	TRADITIONAL	Situational
5th	INDIVIDUALISTIC	Indifferent
6th	THEORETICAL	Indifferent



### **How to get the most from this report**

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.
2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.
3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.
4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.
5. Other steps and processes may emerge through team meetings.

### **This report includes**

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.
- A Norms and Comparisons section that reveals where your values are compared to the national mean.
- A Values Graph
- A Values Wheel
- A Values Action Plan for affirming strengths and encouraging growth and development.
- A Team Building Summary to facilitate sharing selected information with others.



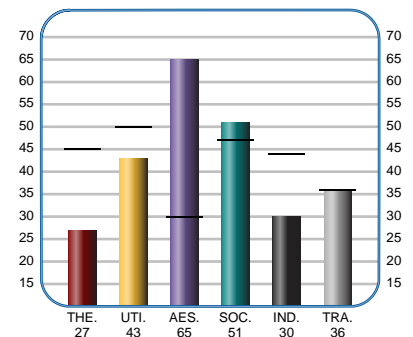
*A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.*

## General Characteristics

- Has a very strong desire for beauty and harmony in the personal or work environment.
- Has a very high appreciation for nature or the environment which is demonstrated in the things she does.
- Likes helping, teaching, and coaching others, especially in the areas of creative endeavors.
- Terri is in tune with her inner feelings and likes surroundings that compliment these feelings.
- Looking good and feeling good are two of her goals.
- Dressing for success comes naturally to Terri. She enjoys the latest designer clothes when she has the funds to purchase them.
- Looks for and appreciates the beauty in things.
- Will evaluate things based on artistic beauty and usefulness.

## Value to the Organization

- Enthusiastic and willing to work and contribute to the team efforts in creative ways.
- Likes to share creative ideas and solutions with others.
- Creativity is only limited by external, not internal boundaries.
- Terri is interested in the totality of a situation.
- A desire to go beyond required job description to address things that others may not see.
- Willingness to give time, talent, and creativity to the solutions of tough problems facing the organization.





## Keys to Managing and Motivating

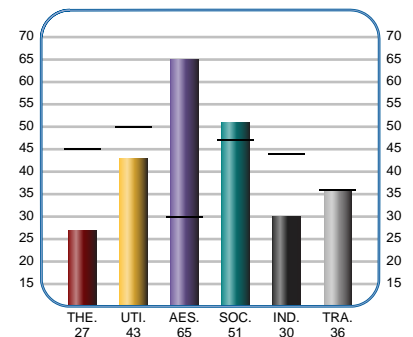
- Provide an environment in which there is opportunity for individual creativity and self-expression.
- Remember that Terri tends to be a very creative and expressive person, and allow "air-time" for that expression.
- Allow Terri to have some space for individual contemplation, sometimes away from the immediate work area.
- Terri gets a high degree of motivation from seeing the totality, balance, and harmony in situations, both with internal team members and with external customers and clients. Provide an outlet for this strength.
- Terri needs a sense of harmony and balance in her surroundings.

## Training, Professional Development and Learning Insights

- Learning and professional development should be linked to the potential of being more effective in developing creative solutions to problems.
- Courses and training will help amplify the need to understand the expanse of human imagination and inventiveness.
- Learning successes can be linked to increasing her personal understanding of form, harmony and the big picture.

## Continuous Quality Improvements

- Spends too much time concerned about balance in the workplace.
- Ends up with her own tasks needing to be done, even as she is expressing the need for urgency to others.
- Goes into creative or artistic mode too often.





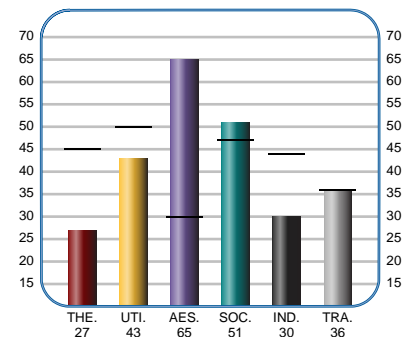
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, the Social/Altruistic person regards helping others as the only suitable form for human relationships. Research into this value indicates that in its purest form, the Social/Altruistic interest is selfless.

## General Characteristics

- Possesses a high sincerity factor and helping attitude, as demonstrated in the things she does.
- Freely gives of her time, talent, and energy to others, even without being asked.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Seeks to contribute to the welfare of others.
- Possesses a high service ethic toward helping others.
- Shows an Altruistic love for helping people.
- Cares about the feelings of others on the team.

## Value to the Organization

- Likes to network with others in helpful ways.
- Has a good memory for helping others. Able to keep a mental list of needs for others on the team and helps them obtain links and resources in an on-going way.
- Is a very good team player.
- Shows a high degree of willingness to give time to help, teach, and coach others.
- Has a desire to go beyond required job description to help make things easier for others.





## Keys to Managing and Motivating

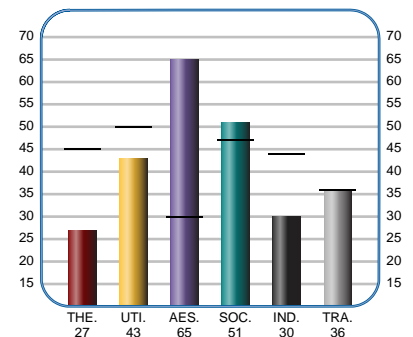
- Recognize that Terri tends to be a very "giving" person, and enjoys helping others.
- Do not over-use or abuse her giving nature. Allow Terri to share it as she chooses to offer.
- Monitor that she is not being overly giving to the point that her own work suffers.
- Explore the possibilities of having her bring new participants up-to-speed on a project or team effort.
- Allow for participation with interests and activities outside the team or work environment.

## Training, Professional Development and Learning Insights

- Learning and professional development should be linked to her potential of being more effective in helping others on the team.
- Courses and training will help amplify her need to teach, coach or help others as either internal or external stakeholders.
- Learning successes can be linked to increasing her personal knowledge base to share with others.

## Continuous Quality Improvements

- Needs to learn to say "no" more often.
- May try to help too much and ends up getting in the way of some who may not want the help.
- May get taken advantage of by others.





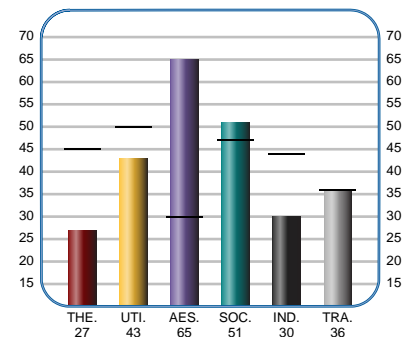
*The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average businessperson. A person with a high score is likely to have a high need to surpass others in wealth.*

## General Characteristics

- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Responds best when education and training are practical and useful, with a profit or economic objective that is clearly attached to the training.
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- Terri is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- When profit or project cost/benefits are examined, she takes the position that the ends justify the means.
- Wants to surpass others in wealth or possessions.
- Fits the stereotype of the typical businessperson, interested in economic incentives.
- Motivated by high pay and attaches importance to high earnings.

## Value to the Organization

- Profit driven and bottom-line oriented.
- Driven by competition, challenges, and economic incentives.
- Exhibits drive and motivation to achieve and win in a variety of areas.
- Is able to multi-task in a variety of areas and keep important projects moving.
- Keeps an ear to the revenue-clock, her own and the organization's.
- Will protect organizational or team finances, as well as her own.





## Keys to Managing and Motivating

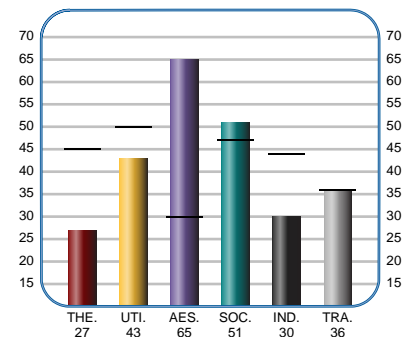
- Realize that it's not just money that motivates, but also personal payback from the job.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- Provide coaching to help Terri appreciate that not everybody is as motivated by wealth, return-on-investment and gain as she is.
- Provide opportunity for financial rewards for excellent performance.

## Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both herself and the organization.
- Provide some rewards and incentives for participation in additional training and professional development.
- If possible, build in some group competition as a part of the training activities.

## Continuous Quality Improvements

- Needs to hide the dollar signs in her eyes in order to establish the most appropriate rapport with others.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this high Utilitarian/Economic drive.
- May judge the efforts of others on the team by an economic scale only.





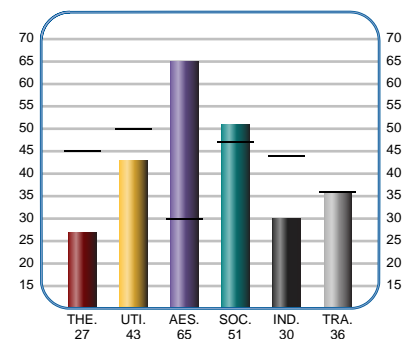
*The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.*

## General Characteristics

- Believes it is important to have collegial relationships with both higher and lower Traditional/Regulatory types.
- Can support and understand the position of both higher and lower Traditional/Regulatory types.
- Believes in the importance of group or team efforts, but also feels that individual rights should be honored.
- Accepts authority, but also feels that personal opinions should be honored in making decisions.
- May challenge the rules within safe boundaries to express individual ideas.
- Brings a sense of balance and stability to a variety of job-related issues that might emerge.
- May be able to serve as a bridge between those on the team with higher Regulatory drives and those with lower Regulatory drives.
- Typically won't get bogged down in minutia, nor will she ignore details when decision-making.
- This value needs to be compared against other higher- and lower-scoring values to determine her driving factors.

## Value to the Organization

- Brings flexibility to the team. Follows precedent when necessary and able to set new precedent when necessary.
- Terri is able to walk the line between following the rules and bending the rules, and knowing the difference.
- A stabilizing force on the team.
- Able to appreciate the needs of both the higher and lower Traditional/Regulatory individuals on the team.
- Shows respect for protocol and standard operating procedure without becoming overly rigid.
- May be perceived by others on the team as neither rigid nor undisciplined, but rather as one who is responsible and mature in approach to corporate and organizational protocol.





## Keys to Managing and Motivating

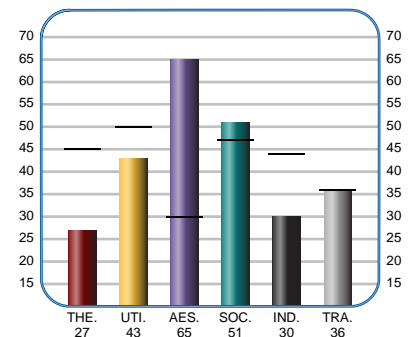
- Remember that Terri has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Terri brings to the team in being a stabilizing force between those who want to follow protocol and those who want to challenge the protocol.
- Remember that Terri has the ability to be a balancing and stabilizing agent on operations, procedures, and protocol issues, without being an extremist toward either side.
- Terri brings a procedure-drive typical of many business professionals.
- Include her perspective in order to gain a middle-ground understanding of issues.

## Training, Professional Development and Learning Insights

- May show flexibility in preference of professional development activities to include both individual structured activities, as well as activities of a more creative and unstructured design.
- Tends to be participatory in learning and professional development situations without trying to re-write the curriculum.
- Is able to engage in professional development activities as a supportive member of the team.

## Continuous Quality Improvements

- May need to state opinions or take a visible position on some procedural or protocol issues.
- May need to take a firmer stand or position on some team issues.
- May need to examine other Values drives to determine the importance of this Traditional/Regulatory drive factor.





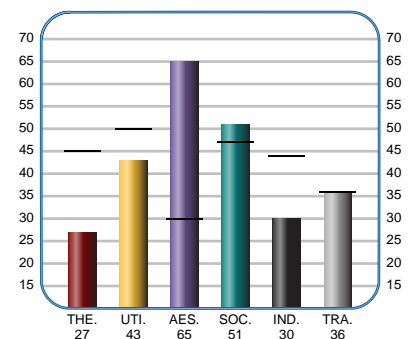
*The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.*

## General Characteristics

- Likes helping people on the team.
- Assists others in problem solving and trouble-shooting.
- Doesn't need to be the "star" of a project.
- Doesn't seek individual recognition above the group or team.
- Prefers to be more of a team player than a team leader.
- May not seek or choose a leadership role for herself, but may be satisfied in being an active and supportive member of a team of professionals.
- May spend great effort on a project without requiring public credit or recognition for her work.

## Value to the Organization

- A stabilizing influence on the team.
- Ability to support team efforts without requiring a lot of recognition.
- Able to offer her own creative ideas in a manner that is respectful of team roles.
- May be seen by others as a stabilizing influence especially when the heated differences of extreme positions emerge when the team is under pressure.
- Is able to maintain work ethic even under pressure so the project is met successfully and interpersonal stressors have been minimized.
- May be considered the unsung hero of a successful project or initiative.





## Keys to Managing and Motivating

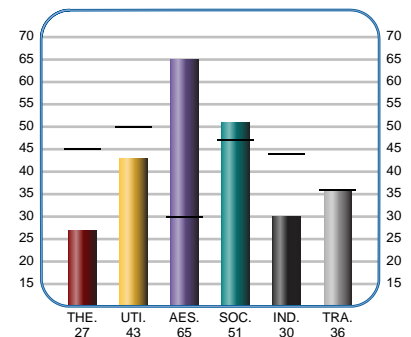
- Allow for choices as to extent and visibility of team membership or leadership that she might desire.
- Provide support for complete follow-through on project tasks.
- Terri tends to demonstrate a high degree of teamwork and support for team efforts over the long haul. Take this into account when planning team projects.
- Don't force leadership roles or increased authority unless mutually agreed upon.
- Remember behind-the-scenes efforts and contributions, and recognize those with sincere appreciation.

## Training, Professional Development and Learning Insights

- Enjoys more team-oriented professional development activities.
- Terri prefers more traditional types of learning, courses, and professional development.
- Tends to show a high degree of self-discipline in training courses.

## Continuous Quality Improvements

- Terri may not be heard the first time by the team. She may need to speak up a second or third time if necessary in order to be acknowledged.
- When presenting an idea to the team, she should remember that members may need a message with some attention-getting ingredients.
- As opinion is formed after careful consideration, she may need to be more willing to share that opinion with others.





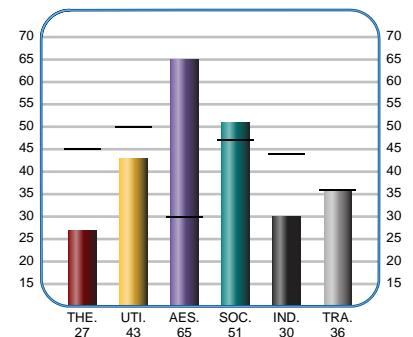
*The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.*

## General Characteristics

- Aware of job parameters and details, but prefers to learn only that which is necessary to complete the job assignment.
- Will learn those things necessary for the successful completion of the job tasks, and may not desire to go further into specific details or theory.
- Shows a practical and bottom-line job-view perspective.
- May prefer to spend her time and energy on tasks other than gaining knowledge about the fine-tuned technical details of products and services.
- May learn more by doing and observing than in traditional learning situations.
- Likes to spend time learning things that have a direct impact on what she needs to accomplish as a professional.
- May prefer to work on many things with only partial stakes, rather than getting bogged down in only one function or role.

## Value to the Organization

- The nature of the job-view is to be concerned with the more practical and bottom-line aspects of the job.
- Able to see the big picture and communicate it clearly and briefly to others.
- May bring a constant sense of efficiency to specific job tasks.
- Ability to perform many jobs and tasks with little training or assistance.
- Focused on the task, goal or vision, and completes her responsibility on schedule.
- Resourceful; will find a way to get it done.





## Keys to Managing and Motivating

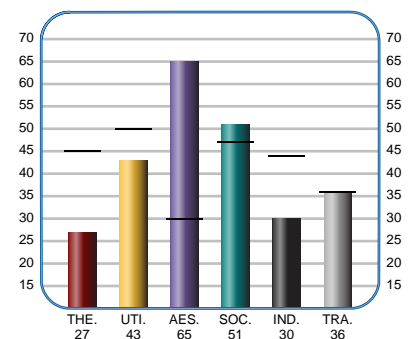
- Keep the product-knowledge requirements at a practical level.
- Provide technical or support personnel to assist Terri when necessary.
- Reduce the need for frequent supervision, unless quality control is sacrificed.
- Provide opportunity for independence in performing tasks related to the projects.
- Occasional monitoring or check-ins on progress are recommended rather than frequent contacts.

## Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- Avoid getting bogged down in academic minutia.
- Hit only those essential items that relate to increased success or efficiency on projects.

## Continuous Quality Improvements

- May avoid detailed information.
- Needs a reminder on updates of new technology or new methods of procedures.
- Needs assistance with voluminous details and with watching time management.



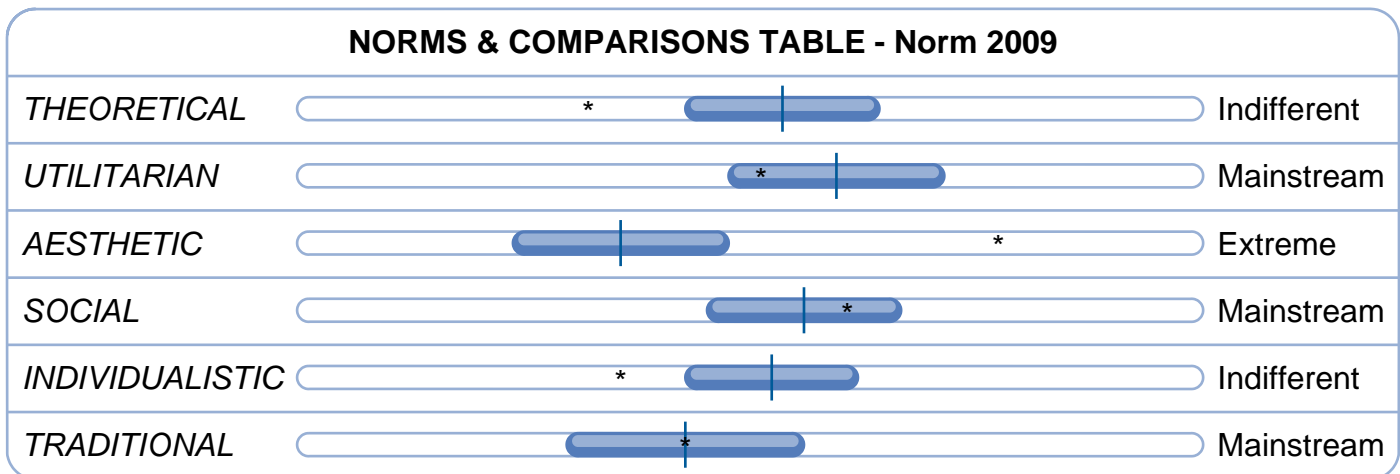



# MOTIVATORS - NORMS & COMPARISONS

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your values may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.



 - 68 percent of the population | - national mean \* - your score

Mainstream - one standard deviation of the national mean  
Passionate - two standard deviations above the national mean  
Indifferent - two standard deviations below the national mean  
Extreme - three standard deviations from the national mean



## MOTIVATORS - NORMS & COMPARISONS

Areas in which you have strong feelings or passions compared to others:

- You have a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.

Areas where others' strong feelings may frustrate you as you do not share their same passion:

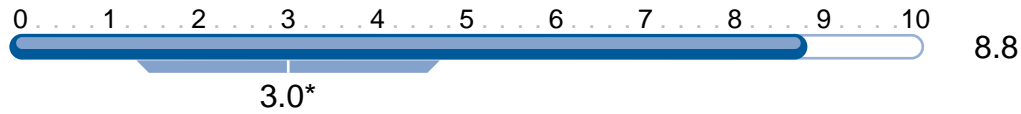
- The amount of time and resources others spend in learning new things may frustrate you.
- You can be frustrated by others who are always jockeying for position and control.



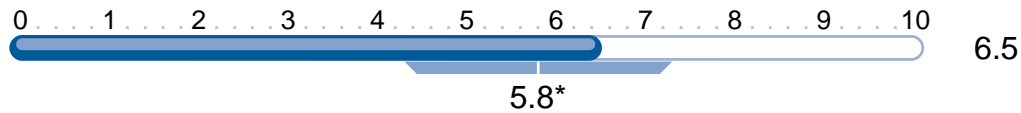
# PERSONAL INTERESTS, ATTITUDES AND VALUES

Your motivation to succeed in anything you do is determined by your underlying values. You will feel energized and successful at work when your job supports your personal values. They are listed below from the highest to the lowest.

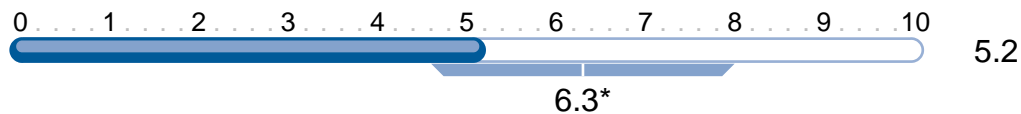
## 1. AESTHETIC



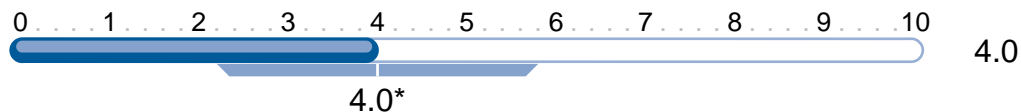
## 2. SOCIAL



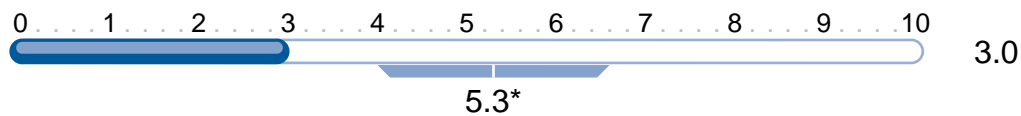
## 3. UTILITARIAN/ECONOMIC



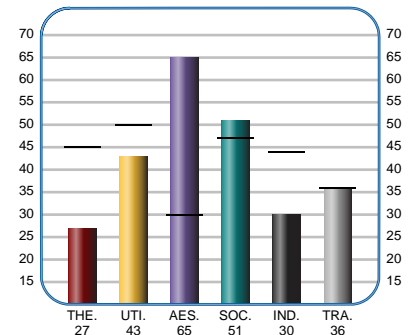
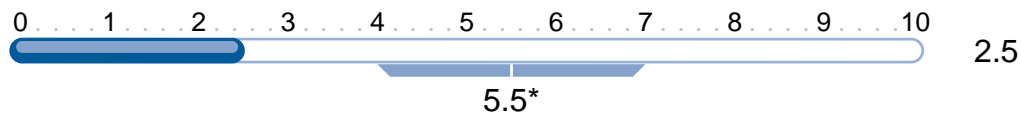
## 4. TRADITIONAL/REGULATORY



## 5. INDIVIDUALISTIC/POLITICAL



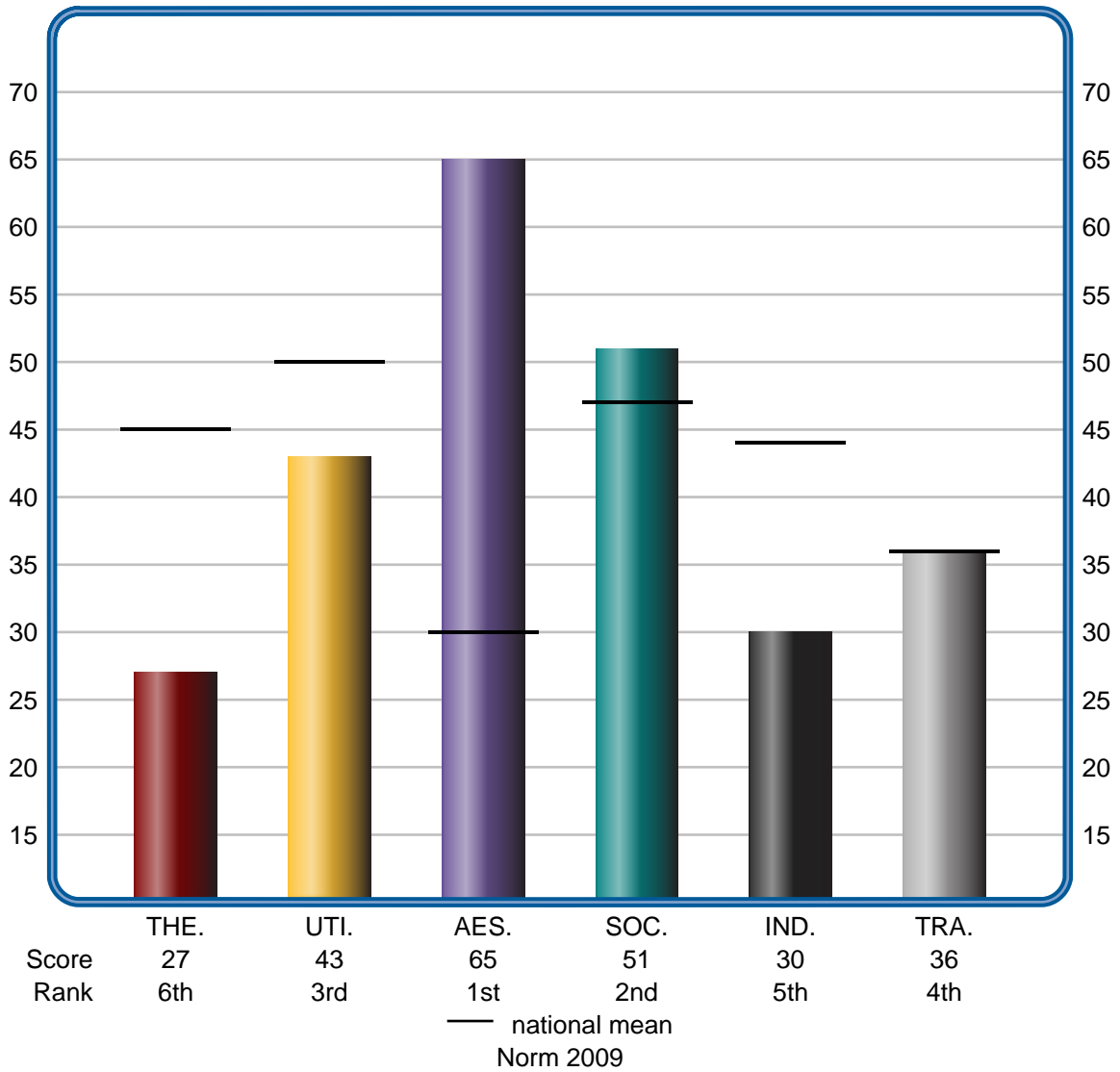
## 6. THEORETICAL



\* 68% of the population falls within the shaded area.

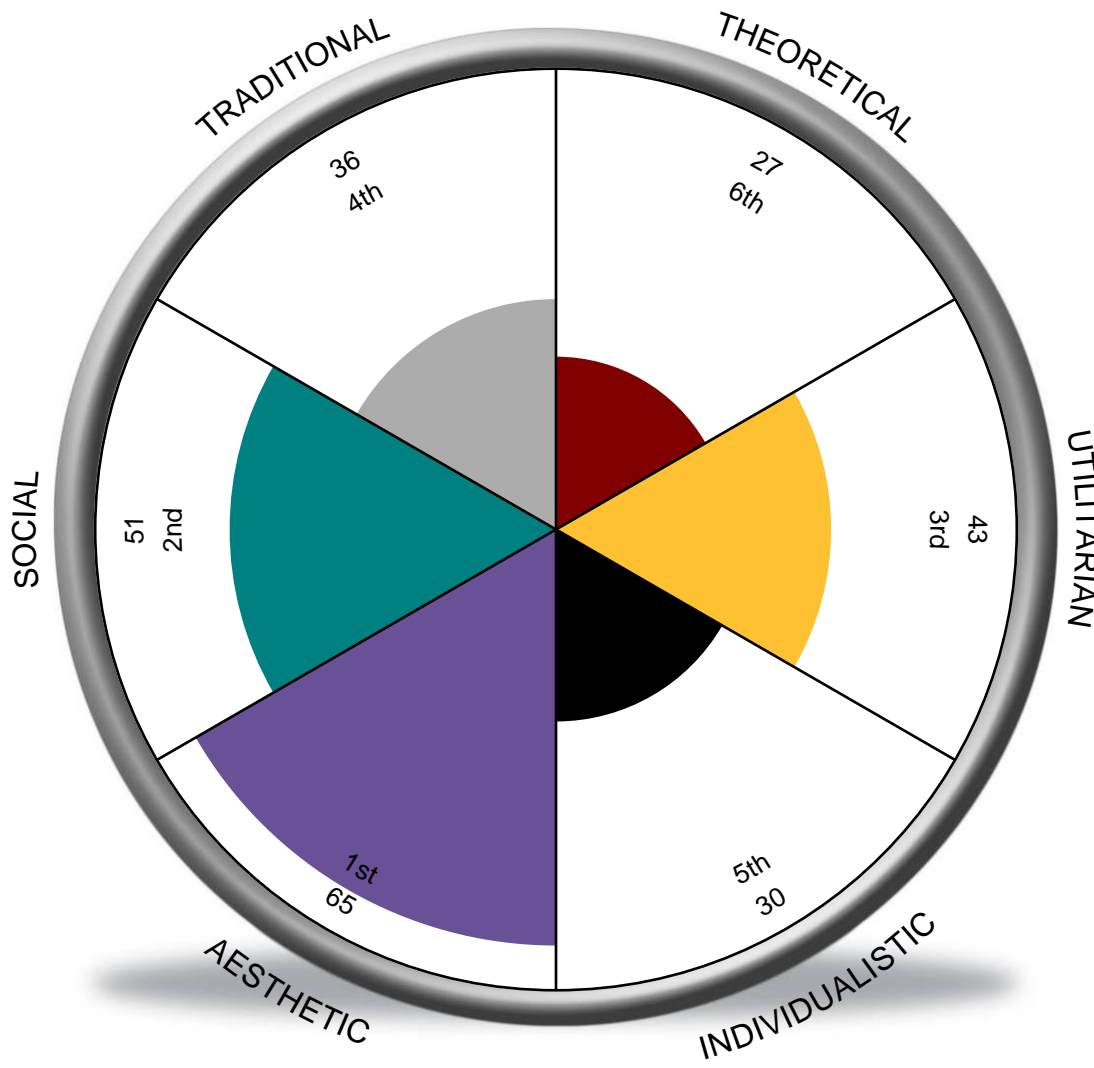


**Terri Thompson**  
Company Inc.





**Terri Thompson**  
Company Inc.





*This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.*

**Area 1: The greater or global mission of the team or organization.**

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

**Area 2: An immediate or shorter-term mission, task or purpose of a smaller group of people with whom you work on day-to-day operations.**

In the space below, indicate briefly one or two areas of strength (different from those above), that you bring to the shorter-term tasks or day-to-day operations.



## QUALITY IMPROVEMENT ACTION PLAN

In the area below, respond briefly as indicated. Base your answers on some of the information and results presented in this document.

### **Action Point 1: Things I will keep on doing.**

Indicate three things that you are doing very well already, and that you plan to keep on doing.

- 1.
- 2.
- 3.

### **Action Point 2: Things I will modify or change slightly.**

Indicate 2 things that you will modify, adjust, or change slightly in order to increase personal effectiveness.

- 1.
- 2.

### **Action Point 3: Things I will stop doing, or try to eliminate.**

Indicate one thing that you will try to stop doing in order to increase personal effectiveness.

- 1.

Today's Date: \_\_\_\_\_

Date to review with mentor or peer: \_\_\_\_\_



# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Pick the most important item in each category from your report in the topic areas indicated. Leave a line blank if no primary item emerges to you. This summary sheet is to be used as a primary point of dialogue between you, your peers, and your manager, provided that all have copies of their own information. This communication should be a two-way process.

*(Remember, these items are related to one's intrinsic drive factors, their 'hidden motivators' not readily observable. These items are of critical importance to one's long range success. This list illuminates why we do what we do.)*

## General Characteristics

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_

## Value to the Organization

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_



# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

## Keys to Managing and Motivating:

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_

## Training, Professional Development and Learning Insights:

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_



# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

## Continuous Quality Improvement:

1. Theoretical \_\_\_\_\_  
\_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_  
\_\_\_\_\_
3. Aesthetic \_\_\_\_\_  
\_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_  
\_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_  
\_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_  
\_\_\_\_\_

## Continuous Quality Improvement: (choose two items from any values areas)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_